Unit title	Unit 6: Hospitality Business Enterprise
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
Unit 1: The Hospitality Industry Unit 5: Cost Control for Hospitality Supervisors Unit 22: Marketing for Hospitality	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Investigate an opportunity for a hospitality business enterprise				
1	Introduction to unit **A1** Researching and collecting information for a hospitality business enterprise	GW	• **Lead in:** issue unit specification and introduce the unit, the three learning aims, the mode of assessment and any useful resources. • **Small group activity:** learners can list examples of different hospitality businesses in the locality that that they have experience of, for example, what they do, where they are located, etc. • **Class discussion:** use the examples from the activity above as the basis for a class discussion on the provision of hospitality businesses in the local area.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Clips from *Dragons' Den*, *Shark Tank* or *Lions' Den etc.* available on YouTube

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor presentation:** show learners clips from programmes such as *Dragons' Den*, *Shark Tank* or *Lions' Den* to show budding entrepreneurs pitching new business ideas. • **Paired activity:** ask learners to share their thoughts on the benefits of and constraints of starting their own hospitality enterprise. • **Tutor-led discussion:** learners feed back to the class to agree on benefits and constraints. • **Tutor presentation:** Why might hospitality businesses be successful/unsuccessful? Why do ideas fail? • **Tutor-led discussion:** on entrepreneurs who have been successful in the hospitality industry, and those who have struggled/failed. Discuss why. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
2	**A1** Researching and collecting information for a hospitality business enterprise	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on researching and finding a gap/opportunity in the market. • **Class discussion:** ask learners to think about any current gaps in the local hospitality market that need to be filled and make a list. • **Small group activity:** learners carry out research for the local area to investigate potential gaps in the market. • **Individual activity:** ask learners to gather ideas for possible hospitality enterprises and write a short report identifying and analysing the potential opportunities in the area. • **Tutor-led discussion:** poll the learners on the most suitable ideas to fill a gap in the market and discuss their favourites. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Polling software available on the Socrative website • Kahoot! for schools website

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
3	**A1** Researching and collecting information for a hospitality business enterprise	GW + GS	• **Lead in:** prepare for a guest speaker. • **Paired activity:** learners compile a list of questions for the speaker about how and why they set up their business and their initial research. If a guest speaker is not available provide case studies of hospitality enterprises and the research they carried out before starting up. Learners could work together to compare the different types of research used by different types of enterprise. They should discuss why the different businesses chose the research methods they used. • **Class discussion:** collation of questions and their suitability. • **Guest speaker:** talks about their hospitality enterprise, how and why they set up their hospitality enterprise and the importance of research. • **Tutor-led discussion:** learners ask pre-prepared questions. • **Plenary session:** learners write up notes.	• Whiteboard and pens • Resources required by guest speaker • Case studies highlighting research
4	**A1** Researching and collecting information for a hospitality business enterprise	GW	• **Lead in:** recap previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on the meaning of a target market, and why it is important for a business to define theirs. Discuss the importance of meeting the customer needs and wants. • **Class discussion:** lead a discussion on current	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Marketing Donut

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			market trends, marketing and media influences, global influences. and gaps and opportunities in the market. • **Small group activity:** learners research real examples of successful hospitality enterprises. They should consider the target market, customer needs and wants, and the gap in the market the product/service has filled. Ensure that there is a broad range of hospitality enterprises covered in the class to allow for a class discussion. • **Individual activity:** learners write a short report analysing what makes these enterprises successful and suggesting any gaps or opportunities that they have missed. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes.	website (search 'Six steps to defining your target market') • Large sheets of flip chart paper/paper tablecloth for each group plus marker pens
5	**A1** Researching and collecting information for a hospitality business enterprise	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on influences (trends, marketing and media, global influences). • **Small group activity:** learners to research the current trends, and marketing, media and global influences on the hospitality industry. • **Individual activity:** learners could write a short report on how these trends and influences affect current businesses and prospective start-up businesses.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor-led discussion:** learners can share their main points with the class and decide which influences they think are the most important. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes.	
6	**A1** Researching and collecting information for a hospitality business enterprise **A2** Business analysis tools	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on the importance of researching and collecting information when selecting a suitable business idea. • **Tutor-led discussion:** How does research relate to the possible success or failure of a business? How can it be used? • **Tutor presentation:** an introduction to the business environment. Explain the role of political, economic, social, technological, legal and environmental (PESTLE), strengths, weaknesses, opportunities and threats (SWOT), and competitor analysis in the context of starting up an enterprise. Videos can be used to reinforce learning. • **Small group activity:** learners create quizzes on the current business environment and share these with the class. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • PESTLE Analysis website • SmartDraw channel on YouTube (search for 'What is SWOT?') • Mind Tools website (page on SWOT analysis) • Bee Business Bee's channel on YouTube (search for 'PESTLE presentation') • Quiz software available on the Kahoot! schools website.

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
7	**A1** Researching and collecting information for a hospitality business enterprise **A2** Business analysis tools	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding**.** • **Tutor-led discussion:** How can business analysis tools be used when you are deciding whether to start a new enterprise? • **Individual activity:** as a formative assessment task, learners perform a PESTLE, SWOT or competitor analysis on an existing hospitality business. Learners could either conduct independent online research or be given appropriate hospitality business case studies to work from. Learners should use these business analysis tools to demonstrate their knowledge of the market. • **Tutor-led discussion:** Learners swap analyses for peer review which then leads to class discussion. • **Plenary:** Learners reflect on their formative assessment and write a short self-evaluation or points they would like to improve/know more about.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Hospitality business case studies
8	**A3** Reviewing information and generating an idea	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on selecting an idea using research data including the importance of knowing the: o viability and potential demand	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			o benefits and features o constraints i.e. time, budget and ethics o opportunities for growth. • **Tutor-led discussion:** Why should start-up decisions be based on research data? • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
Learning aim B: Research the financial feasibility of a hospitality business enterprise				
9	**B1** Financial information	GW	• **Lead in:** introduction to learning aim B. • **Tutor presentation:** on the difference between start-up and running costs. • **Knowledge quiz:** quiz on start-up and running costs, followed by a worksheet to reinforce knowledge. • **Tutor presentation:** on using financial forecasts to assess the feasibility of an enterprise idea. Include: o sales forecast o cash flow forecast o projected profit or loss o break-even point and margin of safety	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Quiz software available from Kahoot! • Worksheet on start-up and running costs • Examples of sales forecasts, cash flow forecasts, projected

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			o personal survival budget. • **Individual activity:** as an extension, ask learners to evaluate the importance of using financial information and financial forecasting to a start-up enterprise. They could write this up as a short report or present it to the class. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	profit or loss, break-even point and margin of safety
10	**B1** Financial information	GS GW	• **Lead in:** prepare for a guest speaker from a local bank. • **Paired activity:** If a guest speaker is not available provide case studies which cover the funding start-up costs, the types of financial forecast and their importance. You could also provide one on personal survival budgets. • **Paired activity:** learners compile a list of questions to ask the speaker. • **Guest speaker:** talks about the purpose of financial information. • **Tutor-led discussion:** learners ask pre-prepared questions on funding, financial forecasting and personal survival budgets. • **Plenary session:** Learners write up notes.	• Unit 6 specification • Whiteboard and pens • Resources required by guest speaker
11	**B1** Financial information • profit and loss	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** explain the concept of profit	• Unit 6 specification • Whiteboard and pens • Templates for a Statement of

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			and loss to the class. Give learners a template of a Statement of Comprehensive Income/Profit and Loss Account and go through the main parts. You could then complete one as a group. • **Individual activity:** give learners sets of figures so that they can practise completing Statements of Comprehensive Income/Profit and Loss Accounts. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	Comprehensive Income/Profit and Loss Account
12	**B1** Financial information • cash flow forecasting	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on the importance of cash flow to a business. • **Individual activity:** using case studies on businesses that have struggled or folded due to cash flow issues learners can identify issues and share their findings with the group. • **Tutor-led discussion:** on the influence of poor cash flow forecasting on a business. • **Tutor presentation:** give learners a template of a cashflow forecast and explain how to complete it. You could then complete one with the group • **Individual activity:** give learners sets of figures so that they can practise completing cash flow forecasts. This can be used for formative assessment.	• Unit 6 specification • Whiteboard and pens • Cash flow forecast templates • Cash flow exemplars • Case studies on cash flow problems

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
13	**B1** Financial information • sales forecasting	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on sales forecasting, how and why to estimate what a business's sales are going to be in the future. • **Tutor-led discussion:** on the factors that could affect a sales forecast, and how could this impact on a business. • **Small group activity:** give learners a template of a sales forecast and a set of projected sales figures. Ask learners to complete this as a group. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes.	• Unit 6 specification • Whiteboard and pens • Sales forecast and projected sales figures templates • Sales forecast and projected sales figures exemplars
14	**B1** Financial information • break-even and margin of safety	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on break-even and margin of safety. • **Individual activity:** give learners case studies of small hospitality businesses that include the figures they need to calculate break-even and margin of safety. This can be used as a formative assessment.	• Unit 6 specification • Whiteboard and pens • Break-even exemplars • Case studies of small hospitality businesses that include the figures needed to calculate break-even and

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	margin of safety
15	**B1** Financial information • personal survival budgets	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on personal survival budgets. Give learners a template of a personal survival budget and complete it with the group using fictional figures. • **Individual activity:** give learners a template for a personal survival budget. Ask learners to give an average monthly income (such as from a part-time job) minus all the costs and expenses they would incur in a typical month (like rent, utility bills and food bills). These figures can be fictional but should be realistic. Alternatively case study materials could be used. • **Paired activity:** learners discuss their findings with their partner: o theoretically, would they need to take drawings from the business to survive? o if the business is slow to start generating revenue how would it be able to meet monthly start up loan repayments? • **Tutor-led discussion:** Why is a personal survival budget important?	• Unit 6 specification • Whiteboard and pens • Personal survival budgets template (for example, on Startup Loans website) • Personal survival budgets exemplars

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
16	**B2** Sources of finance	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Tutor presentation:** on sources of finance: o own funds o family and friends o business partners o equity funding o government funding. You could show clips from programmes such as *Dragons' Den, Shark Tank* or *Lions' Den* to illustrate equity funding. Give examples of small local ventures that have used crowdfunding. Discuss how viable is it to expect to get finance from the government and the restrictions. • **Individual activity:** learners calculate how much they feel they would be able to raise from their own funds, family and friends to start up a hospitality enterprise. • **Tutor-led discussion:** learners discuss raising finance, for example: o how would friends and family react if the business failed and they lost their investment? o considering how much might it cost to set up a	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • *Dragons' Den* Canada website • Examples of crowdfunding websites such as Kickstarter, Zopa, GoGetFunding

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			hospitality business, is it possible to set up without additional funding? o why do banks and other lenders ask for security before lending money? o what are the implications of crowdfunding? o what about government funding? • **Paired activity:** learners to research the availability of funding for small and larger enterprises and make notes. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
17	**B2** Sources of finance	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Individual activity:** As part of a formative assessment task, ask learners to research suitable sources of finance for a start-up hospitality business and write a report analysing the advantages and disadvantages of each. The report should discuss raising funds from family and friends, business partners as well as equity funding and government funding. Ask learners to consider whether: o some finance options come with an element of risk? Why? o some options more advantageous than others? Why?	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor-led discussion:** learners can discuss their thoughts with the class and get feedback on their reports through peer review. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
Learning aim C: Develop a plan to launch a hospitality business enterprise				
18	**C1** Business planning	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding • **Small group activity:** ask learners to look at the location of local hospitality businesses. Learners search for example, using Google Maps to find out which hospitality enterprises do and do not exist in the local area. • **Class discussion:** learners to discuss the types of hospitality enterprises in their local area and their success. • **Individual activity:** as an extension, learners could write a short report on location, explaining why some types of hospitality businesses might not be found in the locality. • **Tutor-led discussion:** potential enterprise ideas for the locality and how they could meet customer needs. • **Paired activity:** learners evaluate a given case study business to decide whether it meets the	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Google maps • Case studies on hospitality enterprises

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			needs of its target market. Learners could be given different hospitality businesses so that they can then share with the group. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
19	**C1** Business planning	GS + IS	• **Lead in:** prepare for a guest speaker. • **Individual activity:** If a speaker is not available learners could research online to find out how a real-life business deals with the bullets below. This could be backed up by a tutor presentation or case study. • **Guest speaker:** ask a local entrepreneur to give a talk to learners about the process they went through to set up their enterprise and the research they undertook. The speaker could be from, for example, a local coffee shop, takeaway/fast food outlet, sporting club or music venue. Speakers should ideally talk about: o the target market o how they identified their customers' needs o how they identified gaps/opportunities in the market for their product/service o how they calculated the potential demand o how they considered the business environment and business risks o how they analysed their competitors.	• Whiteboard and pens • Resources required by guest speaker • Case studies

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Class discussion:** on the speaker's topics • **Plenary session:** learners can write up notes from the session.	
20	**C1** Business planning	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on mission and vision statements. • **Individual research:** ask learners to research and make notes on mission statements, for example using the list of 'Inspiring restaurant mission statements' on the Toast tab website. • **Individual activity:** give learners a case study of a fictional start-up business and ask them to decide upon: o its vision and mission o its business aims. • **Individual activity:** learners can present their decisions to the class. • **Class discussion:** learners to comment on the appropriateness of the mission and vision statements and business aims and offer advice for improvement. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Case studies on fictional start-up businesses in hospitality sector • Toast tab website

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
21	**C1** Business planning	GW + V	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on types of enterprise and legal formats. • **Paired activity:** learners to identify and classify enterprises in the locality by type and legal form from a list given by the tutor. • **Tutor-led discussion:** on unlimited versus limited liability. Give learners scenarios/basic business profiles on starting a new enterprise. Which type of liability would they choose for each business, and why? • **Knowledge quiz:** on legal structures and liability. • **Paired activity:** learners prepare to independently visit different local hospitality enterprises. Learners could construct questions to take to a hospitality business to find out more about its legal structure and operation. If a visit is not possible learners could research hospitality enterprises online using the 'about us' page. They could put together a research file. • **Tutor-led discussion:** learners share their proposed questions with the class for review and discussion, then each learner can make a final set of questions to take to an enterprise. • **Plenary session:** confirm the main learning	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Scenarios/business profiles • Directory of local hospitality businesses • Quiz on legal structures and liability

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			points. • **Homework/Individual activity:** learners visit hospitality enterprises or carry out online research and write up notes of their findings.	
22	**C1** Business planning	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on legal frameworks that would apply to the hospitality industry including: o licences and permissions o consumer protection o data protection o national and local laws, regulations and bylaws o health and safety and fire regulations. • **Individual activity:** give learners case studies on fictional or real start-up business and ask them to write a short report identifying the legal frameworks that would apply to each. • **Tutor-led discussion:** Who does the law protect? • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Case studies on fictional/real start-up businesses in hospitality sector
23	**C1** Business planning	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on the physical, financial and	• Unit 6 specification • Whiteboard and pens • Laptops/computers

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			human resources that you need to include in a business plan. • **Small group activity:** give learners a case study of a small start-up business and ask them to evaluate the resources it needs. Resources must include: o physical o financial o human. • **Small group activity:** learners present their findings to the class. After each presentation the group discuss the appropriateness of each resource and whether they agree with the decisions made, making suggestions for improvement. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	with internet connection • Case studies on fictional/real start-up businesses in hospitality sector
24	**C2** Measures of success	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on the measures of success (financial and non-financial key performance indicators). • **Individual activity:** as a formative assessment task, learners could use local directories to prepare a report that identifies local hospitality enterprises and what they provide. Learners should classify the enterprises in the locality into product and service providers and look for common indicators of	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Local directories

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			success. Learners could then discuss their main findings with the class or swap reports for peer review. • **Tutor-led discussion:** Learners should discuss their findings on local enterprises and compare features, for example: o what sort of enterprises operate in the area and why? o what is their target market? o have they all filled gaps in the market? o what makes them successful – is it their product or a service? Is it the staff? • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
25	**C1** Business planning	GW	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Individual activity:** ask learners to carry out research into the steps needed to set up a hospitality enterprise of their choice. Ask them to show their understanding using a visual representation, for example in the form of a mind map, and present this to the class. • **Tutor-led discussion:** learners discuss mind maps and give suggestions for improvement. Tutor to confirm steps and any particular ones needed for the locality.	• Unit 6 specification • Whiteboard and pens • Laptops/computers with internet connection • Exemplars of business plans • Business plan templates (e.g. from the Studential website – search 'writing a business plan')

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor presentation:** What is a business plan? • **Small group activity**: give learners examples of completed business plans and ask learners to look at how each plan can support an application for financial investment, then discuss their findings with the group. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes and create a glossary of key terms.	
26	**C1** Business planning	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Individual activity:** as a formative assessment task, ask learners to individually complete four sections of a business plan for a hospitality enterprise using information from given case studies. This partial plan should be written formally as if the learner was seeking financial investment. They should give: o an overview of the enterprise o a summary of the current market and competition o legal structure and operation o legal framework. • **Tutor-led** discussion: learners can swap plans to review and discuss them and then discuss them as	• Unit 6 specification • Whiteboard and pens Laptops/computers with internet connection Case studies for hospitality enterprises

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			a class to see if there are any common issues. • **Plenary:** learners to write notes on what they need to improve in the future when writing a business plan or what they need to remember to include.	
27	**C3** Supporting documents	GW + IS	• **Lead in:** recap the previous lesson and question and answer session to confirm learners' understanding. • **Tutor presentation:** on the documents needed to support a business plan: o personal experience o market research findings o financial information o sources of advice. • **Individual activity:** ask learners to create a factsheet about themselves that demonstrates they can start a business. • **Individual activity:** give learners case studies on hospitality enterprises that are planning to start up. Ask learners to identify the documents these enterprises need might need. • **Plenary session:** check learners' understanding of the main points by asking them to write up notes.	• Unit 6 specification • Whiteboard and pens Laptops/computers with internet connection
28–30	**Set Assignment**	AW	**Set Assignment**	• Laptops/computers • Set Assignment

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